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ABSTRACT

The Division of Continuing Education at New York City Community College witnessed its third year of budgetary reduction and staff losses in 1977-78. The college's grant income declined by $300,000 from 1976-77 and enrollment in tuition courses fell. Factors influencing the drop in tuition course enrollment included a loss of central staff initiative in tuition course development and raising of fees to meet the mandate that tuition cover not only instructional costs but other costs previously underwritten by the college. Overall enrollment, however, rose by about 650 from the previous year. The worse blows to the continuing education division were the loss of refunding for the Voorhees vocational training program for ex-offenders and the ethnic heritage studies program for older adults. Other programs that are described with regard to enrollments, evaluation, problems and achievements, and future plans are the vocational programs for deaf adults, and technical programs in food service training, day care cooks' training, biomedical equipment technology, hearing aid technology, and welding. Discussions of credit for continuing education, the state civil service employee benefits training program, and the sanitation management certificate program are also included. A statistical summary of the tuition and grant programs is also provided. (MB)

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ANNUAL REPORT

1977 - 1978

DIVISION OF CONTINUING EDUCATION AND EXTENSION SERVICES

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NEW YORK CITY COMMUNITY COLLEGE
300 Jay Street
Brooklyn, New York 11201

November 1978

JC 790 007

New York City Community College

OF THE CITY UNIVERSITY OF NEW YORK, 300 JAY STREET, BROOKLYN, N.Y. 11201

DIVISION OF CONTINUING EDUCATION AND EXTENSION SERVICES

November 15, 1978

Ursula C. Schwerin
President
New York City Community College

Dear President Schwerin:

Attached is a copy of the Annual Report of the Division of Continuing Education and Extension Services for 1977-78.

While the budgetary crisis once more cut our staff, we were able to reorganize in order to somehow survive this new blow. Again, the creativity and resiliency of both professional and non-professional staff emerged as the central resources of Continuing Education. Compensatory funding, staffing, and structural formats were developed. In addition, the continued -- and growing -- supportive relationships with our colleagues in other segments of the College community played an essential role in ensuring a viable community service program for our institution.

This report, then, is a measure of success of a dedicated team -- and tangible evidence of administrative, faculty, and staff cooperation.

Sincerely,

Victor Lauter, Dean
Division of Continuing Education
and Extension Services

VL:mg
att.

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NEW YORK CITY COMMUNITY COLLEGE

URSULA SCHWERIN, President, A.A.S., B.S., M.A., Ph.D.

DIVISION OF CONTINUING EDUCATION AND EXTENSION SERVICES

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BONNE AUGUST, Project Director, HEW Reading Academy, B.A., M.A., Ph.D.
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SYDNEY BROWN, Counselor/Job Developer, Vocational Education Act Institutional Food Service Program
MOLLY BUTTERWORTH, Teacher, HEW Reading Academy, B.A., M.A.
ALEXANDER BUTTNER, Instructor, Criminal Justice Coordinating Council Vocational Certificate Programs: Welding
SANDRA COSENTINO, Placement Specialist, Criminal Justice Coordinating Council Vocational Certificate Programs: Machine Tool, Welding, Digital Electronics, Color TV Repair, B.A.
GERARD COSTOSA, Tutor, State Education Department Learning Center for Detainees and Ex-Offenders
ANNA MAE DICK, Counselor, Criminal Justice Coordinating Council Vocational Certificate Programs: Machine Tool, Welding, Digital Electronics, Color TV Repair, B.A., M.S.W.
JOHN G. DONALDSON, Coordinator/Instructor, HEW Reading Academy, B.A., M.A.
JEANNE Z. DWORKIN, Project Director, Vocational Education Act Program for Deaf Adults, B.A., M.A.
GEORGE FLEISHMAN, Instructor, Criminal Justice Coordinating Council Vocational Certificate Programs: Color TV Repair, A.S., B.S.
JOYCE I. GREENUP, Project Director, HEW Ethnic Heritage Studies Program for Older Adults, B.A., M.A., Professional Diploma in Teaching of Social Studies and History
JACK KAHANA, Instructor, Criminal Justice Coordinating Council Vocational Certificate Programs: Digital Electronics, B.A.
WILLIAM KIP, Coordinator, Criminal Justice Coordinating Council Adult Literacy Program, Brooklyn House of Detention, B.A., M.A.
ALICE KOGAN, Teacher, State Education Department Learning Center for Detainees and Ex-Offenders, B.S., M.A.
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ANN McCAMMON, Teacher, HEW Reading Academy, B.A., M.S.
HUXLEY MITCHELL, Instructor, Criminal Justice Coordinating Council Vocational Certificate Programs: Machine Tool, Certificate, Voorhees Institute
JOHN MOGULESCU, Project Director, State Education Department Learning Center for Detainees and Ex-Offenders, B.A., M.S.W.

IRA NELSON, Project Director, Vocational Education Act Institutional Food Service Program, B.A., M.A.
CARLOS OLIVERAS, Industrial Aide, Criminal Justice Coordinating Council Vocational Certificate Programs: Digital Electronics and Color TV Repair
PETER W. OPPENHEIMER, Coordinator of Adult Programs, B.A., M.A., Ph.D.
ELEANOR PAULL, Teacher, HEW Reading Academy, B.A.
ZENOBIA PIGGOTT, GED Instructor, State Education Department Learning Center for Detainees and Ex-Offenders, B.A.
GEORGE RIVERA, Coordinator/Instructor, State Education Department Learning Center for Detainees and Ex-Offenders, B.A., M.A.
BETTYE ROSARIO, GED Instructor, State Education Department Learning Center for Detainees and Ex-Offenders, B.S., M.S.
NANCY N. RUBINSTEIN, Coordinator of Training Programs, Title IV-A of the Older Americans Act, Institute of Study for Older Adults, B.A., M.A., A.C.S.W.
HARRY SALANT, Counselor/Job Developer, Vocational Education Act Training Program for Deaf Adults; Evening Coordinator, B.M.E., M.M.E.
WILFORD J. H. SAUNDERS, Director, Criminal Justice Coordinating Council Vocational Certificate Programs: Machine Tool, Welding, Digital Electronics, Color TV Repair, B.A.
SYLVIA K. SEIDMAN, Project Director, New York City Department for Aging Institute of Study for Older Adults, B.A., M.A., Ed.D.
DEBORAH TAYLOR, Tutor, HEW Reading Academy
ELAINE THOMAS, Project Director, Vocational Education Act Day Care Cooks Training Program, R.N.
ALBERT VILLEGAS, Industrial Aide, Criminal Justice Coordinating Council Vocational Certificate Programs: Welding
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STUDENT INTERNS

Paula Brand, Hunter College, Brookdale Center on Aging
Chris Persico, Hunter College School of Social Work
Betty Colonomas, New York University Deafness Research and Training Center
Joan Delaloye, Fordham University School of Social Work
Cynthia Holloway, Fordham University School of Social Work

INTRODUCTION

Overview

Continuing Education at New York City Community College is designed to meet the needs of adults who seek:

- academic and technical skills
- career change and advancement
- certification, licensure and upgrading
- personal fulfillment
- knowledge and training to enlarge their social contributions to peers and communities

These goals are expressed through a wide variety of courses and programs. Many are designed to meet the specific needs of unions, professional and technical associations, business and industry, public and social agencies, community organizations, and alumni of the College.

In addition, through funds awarded by public grants and private foundations, the Division of Continuing Education serves special publics -- the aging, the handicapped, minority groups, the inmate and ex-offender, the unemployed and underemployed -- whose previous educational lives have been marked by denial, discrimination, or failure. For these adults, continuing education provides literacy training, basic education, preparation for high school equivalency, vocational training, and educational and career counseling.

In 1977-78, the Division of Continuing Education enrolled 8,632 students -- 7,087 in grant-funded programs for special constituencies, and 1,545 in tuition courses open to the public.

Programs varied in scope and magnitude from the Institute of Study for Older Adults, serving 5,146 students, 60-100 years of age, to 10 student apprentices trained in welding procedures for Boilermakers' Union, Local #5.

1977-78 witnessed the third year of budgetary reduction and staff loss for continuing education. Two program coordinators left the Division in this year: Professor Constance

McQueen became Dean of Students at Borough of Manhattan Community College; Professor Judith McGaughey became Assistant Dean of Continuing Education at LaGuardia Community College. These represented serious losses in program development possibilities for the Division of Continuing Education. In the continued budgetary crunch experienced by the College, only one replacement was provided. From a central staff of ten in 1975, the Division was now reduced to a central staff of four in 1978.

The program initiatives undertaken two or three years earlier by previous staff had run their course by 1977-78 and the loss of momentum was registered by the loss of grant awards. In 1975-76, grant awards to the Division of Continuing Education totalled $1,025,443. In 1977-78, grant awards had diminished to $651,763. Student enrollments in grant-funded programs, however, rose from 6,027 in 1976-77 to 7,087 in 1977-78. The rise in student enrollments is attributable to the recapture of full-year funding for the Institute of Study for Older Adults, which had only been funded for six months in 1976-77. The ISOA enrolls the largest number of students in the Division.

Loss of central staff initiative in tuition course development was registered in a loss of student enrollment. Enrollment in tuition courses declined from 1,963 in 1976-77 to 1,545 in 1977-78.

Other factors may also have influenced the drop in enrollment. Fees for a number of courses were raised to meet the mandate that tuition cover not only instructional costs, but also educational supplies, advertising, and other costs previously underwritten by the College. However, overall enrollment of students in both grant and tuition programs rose. The total enrolled in 1976-77 was 7,990 and increased to 8,632 in 1977-78.

The diminishing of the central staff for program development curtailed both grant submissions and the development of new courses in the tuition area. Aside from a small number of courses in educational preparation and English as a Second Language, courses presented by

the Division of Continuing Education are, for the most part, in technical areas and require the development of new offerings to meet changing technologies. In the past year, the decision to concentrate on specific areas resulted in a small number of new offerings, but these were offerings jointly developed by College faculty with contacts in industry and technical societies which were highly successful. They achieved a new level of cooperative relationship in such program areas as heating, ventilating and air conditioning; notary public services; maintenance of physical plants; and pest control and extermination.

In our tuition-supported courses, 79.3% of our student enrollees completed their courses; approximately the same percentage as in 1976-77 (80.2%).

In our grant-supported courses, the retention rate was improved, rising from 47.1% of enrollees who completed their programs in 1976-77 to 58.4% in 1977-78.

Students in the grant-funded programs come from special publics: the aging, deaf adults, minority groups, the inmate and ex-offender, the unemployed and the underemployed. They come to us with educational deficits and a history of failure, severe social, economic, and family problems, physical handicaps and involvement with the criminal justice system. Many have never before finished any defined undertaking. For these adults to satisfactorily complete an educational program requires a new pattern of living, a redefinition of expectations of self-achievement as well as social support and recognition. A rise in the retention and completion rate of students in this constituency indicates the contribution made by instructional and counseling staff in more skillfully identifying and solving instructional and counseling problems.

The staffs in these grant programs are all on "soft" money, and endure the anxieties and frustrations of year-to-year funding. Where we have managed to refund programs from year to year, staffs have developed increased knowledge and competencies in dealing with the needs and problems of the aging, the ex-offender, and the unemployed or underemployed

"losers" of our turbulent inner-city.

A rise in the retention rate from 47.1% to 58.4% of our students in these publics means that "losers" have gained confidence and competence in the climate of social and educational support created by a community college.

It is the knowledge of what can be organized, of the possibilities that a community college can bring to life for adults, which makes our failures to refund valuable, successful, programs so painful and bitter to bear.

For example, the failure this year, to find 1978-79 refunding of our training programs for ex-offenders in Color-TV Repair, Machine Tool Technology, Digital Electronics and Welding, was a terrible blow and our most serious loss. The program had been funded for six years: three years by the New York State Department of Education under the Vocational Act Amendments and for an additional three years through grants from the Mayor's Criminal Justice Coordinating Council. Although every effort was made to find other avenues of funding for this tested program with a history of excellent placements and verified job retention, we were unable to achieve funding for next year.

The sense of critical loss is experienced even in programs of one year's duration where the achievements have been stunning, expectations have been stimulated, and the loss of funding results in withdrawal of the program. For example, the Ethnic Heritage Studies Program for Older Adults fulfilled its objectives brilliantly. Chinese, Black, Hispanic, Jewish and Italian elders came together to study the ethnic heritage of the five groups in an atmosphere of interchange. The course achieved a remarkable level of dialogue, cooperation, and supportiveness. Teams of elders, trained in the program to transmit their knowledge and experience to others, met with classes of sixth graders in the Brooklyn public schools to recreate their interchange and dialogue with youngsters. Yet, this program has also lost funding for 1978-79.

Each year, therefore, the Division of Continuing Education must assess again its rationale for program building with "soft" money in a period of fiscal retrenchment when institutionalization of valued programs and even their year to year refunding cannot be guaranteed.

When we ask ourselves the question, "would it have been better not to have started one or another program at all?", we have in the end concluded that the values produced, both for the individuals involved, and for the social possibilities revealed, were worth the effort. We have also found that some programs, defeated for funding one year, rise from their ashes in another, and can be regenerated in new forms.

Program, Staff and Student Recognition

During 1977-78, programs and people received recognition through a number of avenues.

Students in the Division's Reading Academy and Learning Center programs were invited to discuss the problem of adult literacy on Channel 5's David Susskind show on June 11th.

Along with their pension checks in June, thousands of retired New York City employees received a Senior Citizen insert notice informing them about the multitude of courses offered by the Division's Institute of Study for Older Adults, the Ethnic Heritage Program, and the Advocacy and Training Programs associated with the Institute of Study for Older Adults.

The Hearing Aid Journal, June 1978, carried a full report on the Division's Fifth Annual Hearing Aid Symposium. In July, the Journal published a detailed article on the Division's Vocational Training for Deaf Adults, characterizing the program as "designed specifically to keep deaf adults in the job market by providing them with special training and education, as well as job-finding assistance that will increase their chances to compete fairly with normal-hearing adults".

The American Technical Education Association Journal, in its January-February 1978 issue, also carried a report on "Technical Training for Deaf Adults in New York City Community College".

The National Notary, in its January-February 1978 issue, carried an article on the Division's Notary Public courses: "A Successful Experiment in Academia: Formal Training of the Notary".

The Edna McConnell Clark Foundation 1977 Task Force publication on Community Colleges Older Americans: A New Response to a New Resource, characterized the New York City Community College program as "the largest, most aggressive and most entrepreneurial program for older adults...in New York. It also exerted significant influence on other schools within the City University of New York system, and served men and women at low income levels".

Betty Colonomos, at the end of her internship as vocational counselor in the Division's program for deaf adults, assumed the position of Coordinator of the National Interpreter Training Consortium at Gallaudet College in Washington, D. C.

John Mogulescu was invited by the New York State Division of Parole to participate as a panelist in a parole staff training seminar on educational services. The invitation to him declared that the New York City Community College Adult Learning Center "has provided one of the most viable services to our parolees".

The New Old: Struggling for Decent Aging, was published in August 1978 by Anchor Press/Doubleday. Dr. Sylvia Seidman, project director of the Institute of Study for Older Adults is one of the editors.

Gregory Donaldson, coordinator/instructor in the Reading Academy, authored The Hip Reader's Reader for adolescents who read at the fourth or fifth grade level.

These, and other achievements, chronicled the growth and impact of our programs and people.

Field Placements and Internships in Continuing Education

Over the past eight years, the Division of Continuing Education has provided a site

for field placements and internships for undergraduate and graduate students seeking to sharpen experiential skills in counseling, adult education, community organization (social work) and educational services to handicapped adults.

1977-78 witnesses signal contributions by a number of our interns. Two graduate students in community organization (Fordham University Graduate School of Social Work) vitally enriched the Ethnic Heritage Studies Program for Older Adults. As a result of her involvement with educational programs for the aging in the Division of Continuing Education, one of these students applied for a Charles Stewart Mott Fellowship from the American Association of Community and Junior Colleges' Center for Community Education. She was awarded the six-month Fellowship and will be returning to participate in the development of a 1978-9 project, Extending Continuing Education to the Homebound Elderly, a Title I grant, under the Higher Education Act.

Another student in field placement (Hunter College School of Social Work), helped to organize a city-wide Correctional Education Consortium. The Consortium has already begun to fill correctional education gaps.

A student counselor, placed by New York University Deafness Research and Training Center with the Division of Continuing Education for her internship, brought remarkable knowledge and direction to our vocational training programs for deaf adults.

An undergraduate intern, on scholarship from the Hunter College Brookdale Center on Aging, worked as a research assistant for our Institute of Study for Older Adults, and coordinated the lobbying effort for the Continuing Higher Education Lottery Set Aside Act in the New York State Legislature.

The student interns invigorated the work of the Division of Continuing Education. They were an organ of critical evaluation, and helped by constantly raising issues of knowledge and direction to prevent staff from becoming stale and absorbed in overwhelming

program detail to the exclusion of new ideas and methods. On the other hand, the Division provided for the interns a training center which welcomed initiative and experimentation.

Student Involvement

Adult students usually turn to the Division of Continuing Education for specific needs -- entry level skills for employment, skills upgrading for advancement in a technical area, counseling or training for a career transition, information on new trends in the technologies, high school equivalency preparation, licensure and certification.

There is, however, another need which is hardly ever articulated at the origin of a program but is often consciously recognized during its operation. That need is for a form of adult participation which engages students, solicits their involvement with faculty, other students, advisory committees, and funding agencies, and establishes their identification with a community college.

The largest nutrient which feeds and fulfills the original motivation to seek learning is the invitation of the College to participate in needs assessment, feedback seminars, program changes, planning formal occasions such as graduations, student recognition days, open house receptions, and tours for advisory committees and funding agencies and informal events such as parties, picnics, and cultural programs.

Behind the accent on involvement is the premise that adults, particularly those who have sustained deficit and denial in their lives, want and need the opportunity to determine choices and directions for themselves as acts of autonomy which give meaning, dimension, and dignity. Helping to decide what courses should be selected in a senior center, how to deal with the disruption of an alcoholic in a technical training program for ex-offenders, what information and arguments for refunding a program should be placed before visitors from public funding agencies, how to prepare for a field trip to industry where the objective is

job interviews and hirings, all create a new register of involvement for adults.

In many of the programs, in which adults have been involved in decision-making, they have grown to become extenders of educational service to other adults. Students of the Institute of Study for Older Adults have become teachers of their peers and advocates of rights for elders (Ethnic Heritage Studies Program and Advocacy and Leadership Training Project). Inmates of the Brooklyn House of Detention have acted as tutors for other inmates (Basic Literacy Program). In this way, not only subject matter is taught; values are transmitted. Learning is experienced as excitement and an instrument for growth.

In 1977-78, student involvement with their own programs and their identification with the College began to be expressed, under the leadership of staff, in a new way. Students in the Institutional Food Service Program, for example, as part of their food service training in catering, prepared and presented the refreshments for the graduation of the Welding students in the Division's training program for ex-offenders on the Voorhees Campus, and, on another occasion, for the Open House Reception of the deaf students honoring their families and the cooperating agencies' staffs.

The Food Service students received recognition, not only for the expertise in food preparation and the aesthetics of food presentation, but for their understanding and support of the undertakings of students they had never met before -- the Welding students on a separate campus, and the deaf students with whom they normally would not have communicated.

Conclusions

In many countable ways, 1977-78 witnessed losses. Our grant income declined by $300,000 from 1976-77. Enrollment in tuition courses fell. Two experienced and excellent program developers left to assume positions of greater authority and responsibility elsewhere, and only one line was replaced, further reducing our central staff. The worst blows to sustain were the loss of refunding for 1978-79 of excellent programs such as the Voorhees voca-

tional training programs for ex-offenders in Color TV Repair, Digital Electronics, Welding, and Machine Tool Technology, and the loss of funding for the Ethnic Heritage Studies Program for Older Adults.

Nonetheless, 1977-78 was a remarkable year. Project staff overcame, to a larger extent than ever before, the conceptual exclusivity fostered by the very nature of grants which, limited to particular objectives and time durations, tend to separate staff into unrelated programs. It takes tremendous skill and commitment to combine the fulfillment of the exacting requirements of time-limited projects with coherent planning for the Division and the development of knowledge, support, and germinal relationships between programs.

In 1978-79, the staff made clear progress in this direction. They organized staff meetings which probed common problems of retention, ethical and procedural problems encountered in cooperating with agencies referring students, and educational approaches influencing performance standards. They gave one another assistance in proposal writing, and participated, to whatever extent possible, in the observation and evaluation of each others' programs.

The greater knowledge which resulted created better opportunities to serve students. The various components of the Division became more integrated and coherent: beginning interconnections and support points were established between the Reading Academy for Adult Literacy, the Learning Center for Basic Education and High School Equivalency Preparation, vocational training opportunities for entry level positions, technical upgrading for career advancement, counseling, job development and job placement.

1977-78 was a year of increased student involvement and higher levels of staff cooperation and commitment.

Perspectives for 1978-79

Over the past several years, the Division has enlarged and refined its skills in serving

selected target groups: the aged, the handicapped, the offender and ex-offender, the unemployed and underemployed. For 1978-79, we hope to continue this commitment. We intend, to the extent of our ability, to find the necessary funds to round out holistic services to the elderly who have responded to every initiative which enlists them in the excitement of learning and living actively, with purpose and direction. We are committed to the search for more stable funds to serve deaf adults who have found, in our programs, support and stimulation. We hope to move from separate programs serving the inmate and ex-offender, to a more coherent and comprehensive model of educational service for those who turn to us from the correctional system.

Technical areas are the areas of educational expertise for which New York City Community College is known. In these areas, we offer programs which are not duplicated elsewhere and it is in these areas we should enlarge our capability to design and deliver educational service to the working people of New York City.

We hope to enlarge our opportunities to provide for workers employed in the technology courses and programs specifically tailored to illuminate new trends and teach new skills. We have done so partially in the past in a few specific technologies -- radiologic, biomedical equipment, dental laboratory, medical laboratory, hotel and restaurant, environmental control -- but we need to sharpen our ability to define and present new knowledge in the changing technologies.

For this we need to work more intensively, through better planning and consultation with our colleagues in the College's Divisions of Commerce, Allied Health, and Engineering Technology.

I. TUITION COURSES AND PROGRAMS

In 1977-78, the Division of Continuing Education and Extension Services, in cooperation with the Alumni Association of the College, offered a variety of non-credit courses. Its major objectives were:

- To provide general education in preparation for employment or further education.
- To train students in specific skills for gainful employment in the community.
- To provide courses that improve, upgrade, or advance work skills and competence.
- To prepare students for licensure examinations and certifications.
- To offer courses and programs that reflect changing employment conditions in technical fields.

Activity for 1977-78 was influenced by continuing restrictions on college expenditures, retrenchments in personnel, and rising costs of operation. As a consequence, course fees were increased in order to cover, not only instructional costs, but laboratory and educational supply costs, some depreciation of equipment, advertising and operational supplies. The tuition area was handicapped, moreover, by the impact of the budget crisis of 1975-76 and subsequent retrenchments of 1976-77. In fact, the impact of the staff cuts is felt more pervasively now than it was during and immediately following retrenchment.

In spite of staff reductions and budgetary restrictions, however, a responsive and enthusiastic staff, both central and grant personnel, along with various faculty members of the College, cooperated to make the year productive and exciting.

While in past years, new courses were outgrowths of existing programs, new courses for 1977-78 frequently originated from ideas and suggestions of college colleagues. Word Processing, Pulmonary Lung Hygiene, Metric System, Stationary Engineer, and the series

of mainstreaming courses are a few of them. A number of courses also grew out of existing programs. Food Manufacture and Processing Review for Applicator Certification, and Ornamental and Turf Pest Control Operations, were developed in the Pest Control area; Techniques in Dispensing Hearing Aid Eyeglasses stemmed from the Hearing Aid Program. In response to various requests from the environmental control industry, the Division offered a new course in Commercial Refrigeration Mechanics and one in Heating, Ventilating and Air Conditioning Controls.

One thousand five hundred and forty-five students were enrolled in tuition courses during 1977-78.

Although fiscal problems occupied an increasing amount of college administrative and faculty time, many departments continued to provide cooperation, consultation, and support. Space and laboratory facilities were made available to the Division, sometimes under pressing circumstances for the departments concerned. Assistance has been given to the Division in the recruitment of faculty, when possible; and, time has been made available to the Division's staff members for the discussion of new ideas for courses and programs.

Summer Program

For the summer session of 1978, the Division offered a limited number of courses. Because of the Division's success the preceding summer, with an intensive GED course (Preparation for the High School Equivalency Certificate Examination), from which 17 out of 25 enrolled students took and passed the examination with excellent scores, the Division offered the course again in the summer of 1978.

In cooperation with the Housing Conservation Coordinators in the Clinton district of Manhattan, a brief summer course in pest control and extermination was offered. It was held at the Voorhees Campus for 15 participants of inner-city neighborhood housing movements. The scope of the course, because of its brevity, was limited to termite control.

The Division also conducted a heating, ventilating and air-conditioning (HVAC) instructional course for 15 employees of the Port of New York/New Jersey Authority at its location in the World Trade Center in downtown Manhattan.

Staff Reception

On May 4, 1978, the Division held its annual reception for staff and teaching faculty. The food was prepared by the students of the Division's Hors D'Oeuvres and Canapes class. The cooperation of the Hotel and Restaurant Management Department and its creative and enthusiastic staff made for a delightful event. Staff and teaching faculty from widely different disciplines and locations were provided an opportunity to meet one another and see "the whole of which they are a part".

Technical Assistance

In addition to its course offerings, the tuition-based area of the Division attempts to provide assistance to community agencies. While such relationships, usually consultative, do not necessarily result in courses or programs, the technical assistance of the Division's faculty and staff is provided, where possible, within the limits of our reduced staff. Examples of these services, over the past year, include cooperative efforts with the Health and Hospitals Corporation of New York City, George Westinghouse High School, and District Council 37.

The Health and Hospitals Corporation asked us for technical assistance for formulating a Dietary Technician training program which we provided. Assistance was given to George Westinghouse High School in the establishment of a dance workshop. At the request of District Council 37, the Division provided technical assistance in developing a program for Water Treatment and Sewage Plant Operations.

Development of Grant Programs

In July 1978, the New York State Department of Education informed the Division that

it had approved a grant, funded under the Vocational Education Act Amendments, for Pest Control Vocational Training for Students with Limited English Language Ability. The Division's submission of this grant grew out of the experience of instructors in both the Pest Control Operations Program, and the English as a Second Language courses. They had found that some students enrolled in pest control classes frequently were accompanied to class by interpreters, and that students in English as a Second Language classes often encountered linguistic difficulties in attempting to learn technical material. The goals of the grant program, therefore, are to provide vocational training in pest control operations for 20 economically and educationally disadvantaged adults with limited English-speaking ability; to develop an effective way to teach adults competence in a technical field, together with competence in the English language; and, to add to the capabilities of the pest control industry by providing well-trained exterminators for the urban community. The faculty of both the Pest Control Operations program and the English as a Second Language courses worked cooperatively to produce the curriculum.

In addition, the Division is seeking funds for a program in Preventive Maintenance of Heating Systems for Combustion Control in Inner City Areas. The goal of this program is to provide seminars and workshops in first echelon preventive maintenance and performance evaluation of heating systems in inner city multi-unit dwellings in order to reduce housing abandonment and air pollution. The idea for this program grew out of experiences with several environmental control courses which the Division offers in cooperation with the Environmental Control Technology Program of the College.

Outreach Programs

The Division's off-campus activities offer groups and organizations an instructional focus for their educational needs. In 1977-78, the Division worked successfully with several groups to develop outreach programs:

1. Development and completion of an Executive Training Workshop in cooperation with Hillcrest General Hospital for its middle-management employees.

2. Provision of counseling sessions for students from the Sloan-Kettering Institution regarding the Division's Welding Program.

3. Development and completion of a Heating, Ventilating, and Air-Conditioning instructional course for 15 employees of the Port of New York/New Jersey Authority.

4. Development and completion of a termite control course for the Housing Conservation Coordinators of the Clinton District of Manhattan.

5. Establishment of a relationship with a Nassau County Head Start program in order to offer, beginning in September 1978, courses from the Division's Mainstreaming curriculum.

Summary

1977-78 was a productive year in which we continued to refine our courses, offer opportunities to students, expand our services, and develop and follow through on new ideas and outreach relationships. While budgetary, space, and instructional resource problems continued, the determination and cooperation of personnel on all programs contributed to the emergence of new possibilities.

Programs initiated for the 1978-79 academic year, suggest another significant year. With development of new relationships and new courses, we hope to reach new constituencies. Some of the activities planned include expansion of our Mainstreaming program, an Intensive Fleet Management Workshop, a course on Law for Laymen, conducted by the Council of New York Law Associates, a new course in Basic Medical Laboratory Techniques, Nutrition, Bread Making, Brush-up Typing, and Brush-up Stenography, and other non-credit courses.

II. VOCATIONAL TRAINING PROGRAMS FOR EX-OFFENDERS

(Voorhees Campus)

1977-78 was the sixth year of non-credit, technical, certificate training programs offered by the Division of Continuing Education at the Voorhees Campus. For the first three years, the programs were funded by the New York State Department of Education, under the Vocational Education Act Amendments. Enrollees were disadvantaged adults, including ex-offenders.

From 1975-76 through 1977-78, the program was funded by the Mayor's Criminal Justice Coordinating Council to train ex-offenders, parolees, and probationers, in technical skills. Originally offering training in Machine Tool Technology and Color TV Repair, the program, in 1976-77, added Welding.

During 1977-78, the program enrolled 89 students: 16 in Welding, 23 in Machine Tool, 25 in Color TV Repair, and 25 in a new training area, Digital Electronics Repair.

In 1977-78, following a year of discussion and consultation with employers, the decision was made to offer only one section of Color TV Repair and to develop a separate training program in Digital Electronics Repair. A curriculum was researched and drawn up in November and December 1977, and recruitment for this program was extended into December. This new Electronics Program proved highly popular, receiving some 182 applications, or 7.28 applicants for every training position. Training was started on January 3rd, with 25 students enrolled.

As part of the research to assess the feasibility of offering a program in Digital Electronics Repair, a questionnaire was developed and mailed to some 108 selected companies engaged in the service and manufacture of business and commercial machines and devices utilizing digital components. Forty-four responses were received from the mailing, 19 of which expressed an interest in interviewing graduates of a certificate program. Follow-up

with these companies, established that there was a demand for trained technicians in the metropolitan area.

There were a number of other significant developments in 1977-78. As the result of several excellent contacts made with employers in Welding, Machine Tool, and Electronics during the 1976-77 year, the project moved to create an Industry Advisory Council of members representing all four training areas. Several members became deeply committed to the program.

The first meeting of the Industry Advisory Council was held on February 22nd. A tour was conducted of all classes and Council members had an opportunity to observe the classes in session and to question both the students and the instructors about the program.

Following the tour, the Council discussed the curriculum and recommended changes which they felt would improve the programs, and better prepare students for jobs in industry. A second meeting was held on May 24th, and discussion focused on the two electronics programs, as the first had focused on Welding and Machine Tool. Following a tour of the classrooms and laboratories, a lengthy and productive discussion was held covering such topics as classroom training vs. OJT experience, exposure to specialized test equipment, troubleshooting skills, good safety habits and OSHA regulations, and post-training internships. Following the discussion period, five of the company representatives stayed to give short presentations on their companies to the assembled student body and to answer questions. Two representatives remained after the assembly to interview interested students.

Another development of 1977-78, was the organization of a Student Advisory Committee. The stimulus for this came from students in the Machine Tool Program, who had questioned the role of administration in separating a trainee from the program who consistently failed to meet attendance requirements. The challenge led to a number of discussions concerning performance standards in rigorous technical programs whose goal was job placement. After

a meeting of all classes in the program, and a searching interchange between students and the administrators of the program, a committee of students was formed to serve as an intermediary and supportive group for students who felt they had a grievance. The establishment of this Student Advisory Group was also seen as a vehicle for students to develop their own positive suggestions and ideas for the program.

1977-78 was also marked by a number of program events which were richly rewarding for students and staff: the graduation of the Welding students in March was heightened by a luncheon catered by the students in the Institutional Food Service Program of the Division; a June outing to Pennsylvania, at the home of the Project Director, included sports, hay rides for children and families, and a barbecue amplified by the food specialties of the students' families; and the graduation of the students in Machine Tool, Color TV Repair and Digital Electronics Repair at the Graduate Center of City University of New York, on July 10th, saw the largest turnout of family we had yet encountered.

Of the 89 enrolled in the program, 43 completed and received certificates. Placements in this program, particularly in the last two years, have been excellent. The test of placements is whether students remain at work. From this point of view, it is worth looking at the job record of 1977. At our last check, after fourteen months, all the Welding graduates of 1977 were still at work -- all but two as welders. All but two of the Machine Tool students are also working in machine tool technology a year later. One exception is a young man who desired to be an actor and, after auditioning with a theatre group to which we referred him, was taken on and is engaged in this pursuit. The other is pursuing a full-time degree. Three of the former students, who are working full-time during the day, are pursuing degrees at night.

A special aspect of our certificate training programs is that the classrooms are self-contained. Students are better known to instructors and staff and their problems are more

readily identifiable. Many of our students and/or members of their families have been helped with all kinds of personal, financial, legal, and emotional problems, either by our staff, or by being referred to various organizations such as Alcoholics Anonymous, alcoholism and drug counseling programs, Parents Anonymous, Legal Aid, Social Service, speech and mental health clinics.

In a few instances, the Certificate Training Programs enabled students to gain skills which meshed with knowledge already held, and made it possible for them to go far beyond their previous levels. For example, one student with experience in elevator repair, on adding the skill of Welding, doubled his salary and advancement potential. Another example was a 1977 graduate who had the skill of engraving when he came into the Machine Tool course. After learning Machine Tool Technology and its allied subjects, he started to work, in July 1977, as a machine engraver at $5.50 per hour. By May 1978, he had become Assistant Plan Manager at $18,500, and Plant Manager in August 1978.

After six consecutive years of grant funding, the first three under the Vocational Education Act, and the second three under the Criminal Justice Coordinating Council, the Voorhees Certificate Programs failed to turn up a new funding source. Ironically, the failure to find new funding came at a point when these non-stipended programs had achieved a steady level of performance at 50% completion, and 50% placement of intake. This figure exceeds the results for many stipended programs.

The failure to find new funding for the Certificate programs was the sharpest defeat for the Division in 1977-78, and every effort was made to find funding. Three full proposals were written and submitted in the course of the year in an attempt to continue the program:

1. Skills Training Improvement Program, Cycle I

In mid-September, notice was received that the Voorhees proposal had been included as one of the twenty projects in the regional submission. At the first meeting of successful bidders, however, it was learned that program start-ups could not be

contemplated before February or March of 1978. The proposal was, therefore, withdrawn in favor of a third and final year under C.J.C.C.

2. Department of Employment

In late January, the Division received an invitation from the Department of Employment to submit a training proposal.

A full proposal was submitted on March 8th. At a subsequent meeting, in early April, the College was informed that the program could not be funded under the OJT and Work Experience Office, and we were advised to submit it to the Classroom Training Office. All available funds under the Classroom Training Office had already been committed, however, and we were advised to await the publication of the guidelines for the second cycle of STIP and to be placed on the bidders' list.

3. Skills Training Improvement Program, Cycle II

A request for proposal under the second cycle of STIP was received during the first week of June with the completed proposal due June 21st. Letters of support from members of the Advisory Council, other employers, and the Electronic Industries Association, were obtained, the curricula revised, and the completed proposal submitted on the closing day.

On July 14th, word was received that the Voorhees proposal had not been included as part of the City's submission. At a subsequent meeting with the STIP Director, it was learned that the target group for which STIP II was intended was not the traditional CETA population, but a group with prior work experience and skills who were in need of retraining.

The two factors most detrimental to the proposal were that the anticipated post-training salaries, in two cases, were below the minimum of $4.25/hour, and two of the areas of training, Welding and Machine Tool, ranked low in the Federal Occupational Rating System, and were not considered appropriate fields for advanced skills training.

At this writing, no funds are in prospect for the program which provided unusual opportunities for reorganizing the lives of ex-offenders. The Division has a commitment to seek their re-establishment, but we begin 1978-79 without these tested programs.

III. LEARNING CENTER PROGRAMS

Basic Literacy Program

The Basic Literacy Program, administered by the Division for the men of the Brooklyn House of Detention, continued to operate during its third year on the sixth floor of the facility. The program, funded by the Mayor's Criminal Justice Coordinating Council, offered instruction in reading, writing, and basic mathematics.

Once again, inmates were trained to act as tutors in the program. After receiving training, the inmate-tutors worked with students on a one-to-one basis. Utilizing a variety of different reading materials, some of them self-made, the tutors prepared lessons together with College staff. The one-to-one instruction was complemented by group lessons, which were successful in bolstering group cohesiveness and in establishing a reinforcing educational atmosphere.

During the year, the program enrolled close to 200 men, one third of whom were tutors. Of the 135 students, 38 completed the entire course and received College certificates. The majority of the student population, however, left the detention facility before finishing the program. Due to a lessening of the backlog of cases in the courts, and the continual transfer of men to upstate institutions, students were not staying at the Brooklyn House for as long a period of time as in previous years. Turnover proved to be the program's greatest problem and one that was beyond the control of project staff. Teachers often came into the institution in the morning to learn that some of their best students had been sentenced and transferred to upstate prisons.

As the Literacy Program recognized that its funding would be ending at the conclusion of the year, an effort was begun to find alternative financial sources. Working together with project staff from other correctional educational programs in need of monies, and with the support of the New York City Department of Correction and the Criminal Justice Coor-

dinating Council, a plan was devised whereby the essentials of the program would be maintained directly by the Department of Correction. This support, given the program by the Department of Correction, has insured that educational services will be continued to be provided to the men of the Brooklyn House of Detention.

Despite the difficulties associated with administering a program within a detention facility, particularly the problem of attrition, the Division believes that the Basic Literacy Program has provided a significant educational experience for the men who participated. Over the past four years, the staff has seen test scores rise, confidence and self-esteem grow, and communication develop between students, staff, and correctional personnel. We believe that the quality and strength of the program was reflected in the continuing commitment and high level of involvement of the students. We welcome the opportunity given us by the Department of Correction to maintain our present services.

Reading Academy

The Reading Academy began its second year of operation on September 1, 1977, with funding provided by the United States Office of Education, Department of Health, Education and Welfare. As the year began, many of the first year's students were eager to return, and a large number of prospective students were waiting to enroll. At the same time, the program had sustained a substantial funding cut which affected all the Reading Academies. Moreover, because of its own budget cuts and shifting priorities, the College was unable to provide the same level of support as the previous year, particularly in the area of work-study students to serve as tutors.

Our response to this situation was to put all our resources into direct teaching of students. Since the amount of money allocated for a counselor was too little to provide an effective level of service, we asked that it be transferred to the teaching budget. In addition, recruitment and training of volunteer tutors, which had taken considerable time and

energy the first year, and yielded disappointing results, was severely cut back. In general, we accepted as tutors only those who had previous teaching or tutoring experience. The Educational Coordinator could then be scheduled for additional classroom hours. Through such measures, we were able to offer increased hours of professional instruction to a larger number of students.

From the opening of classes on September 19th, to the Student Recognition Day on June 8, 1978, the Academy served an average of 144 students at a time. Classes were organized more homogeneously than in the first year, into Beginning (reading levels 0-2.4), Intermediate (2.5-5), and Advanced (5-8) sections. Morning, afternoon, and evening classes were scheduled.

The Reading Academy provides primarily small-group instruction, supplemented by individualized instruction and by tutoring, where appropriate. At every level, students are encouraged to write, and the development of writing skill is integrated with reading instruction. Teachers make considerable use of everyday tasks and experiences as part of their lessons, but the curriculum is not primarily competency based. In fact, great emphasis is placed on literature and outside reading. There are very definite reasons for this. A person who reaches adulthood without learning to read is not merely lacking a specific set of skills. He or she is likely to be deficient in some fundamental areas of education -- vocabulary development, conceptualization, and basic knowledge about how many things and institutions work. Often, such a person has social difficulties even within a peer group, which are related to feelings of inferiority and embarrassment at being illiterate. Wide reading, effective development, and participation in a class help provide a context in which newly acquired skills have meaning and may be exercised with confidence. The student begins to feel more at ease and part of a larger world.

This has been a highly successful year for the Reading Academy. We served over 300

students, with a retention rate of 66%. Over 170 80-hour instructional units were completed, and 102 students who completed between 80 and 400 hours of class were awarded college certificates. An additional 20 students reached the eighth grade reading level and were promoted to the high school equivalency class. Six other students received their high school or equivalency diplomas and 5 former students enrolled in college. Despite the lack of a trained counselor -- a lack sorely felt -- we were able to make a number of referrals to jobs, job training, educational programs, and social service agencies, and to provide a minimal level of informal counseling.

Although we were unable to implement plans to assist community groups working to combat illiteracy, we have been greatly pleased by the quality of this year's program. We are committed to a point of view that places functional literacy in a wider educational context, and we believe we have learned a great deal about how to provide both to our population.

Basic Education and GED Preparation

The Basic Education and GED Preparation Program of the Learning Center began its third year of operation in July 1977. The program, which was originally funded as a special 309 project by the New York State Education Department, now received its monies through a somewhat different pattern. The Basic Education component of the program was funded directly by the State Education Department, while high school equivalency classes were offered in cooperation with the New York City Board of Education. Despite these changes, the program was able to provide services ta a greater number of students than the prior year.

The program was again organized so as to offer classes throughout the day. Students were able to select schedules that fit their individual needs. Those students who worked during the day, selected evening classes while others chose classes either in the morning or afternoon. Students were recruited from a variety of different agencies, with a large percentage of the program's population coming from court-related agencies such as parole and

probation. The vast majority of students in attendance were under 25 years of age.

All but the evening students were expected to enroll in class for a minimum of ten hours per week (evening classes were offered six hours per week). Instruction was largely individualized, but enhanced with some group teaching. Class size was kept at 20, with each class being supervised by a teacher and tutor or paraprofessional.

In the Basic Education component, 203 students were enrolled during the year. The students in Basic Education, all of whom entered the program reading below the eighth grade level, showed an average increase in reading of 1.1 grade levels for every eighty hours of instruction. Thirty-eight of the students raised their scores above the eighth grade level and were transferred to our high school equivalency classes. Our Basic Education classes were led by two instructors and three tutors. The tutors were hired with the support of a grant from the New York Foundation.

The GED component, administered in cooperation with the New York City Board of Education, offered ten 150-hour classes throughout the year. Students were prepared in the five areas essential to passing the equivalency examination by a combination of predictive and diagnostic testing, and individual and group instruction. Although many of our students are still awaiting test results from the end of the year exams, at this time 27 students have earned their equivalency diplomas.

Despite our belief that we have been able to create the necessary environment for quality instruction and student success, the year has not been without problems. Perhaps the largest problem relates to student attendance and attrition. Throughout the existence of the program, its retention rate has never been above 60% for an entire year. We have found that establishing clear and fair attendance guidelines are helpful in defining to the student what is expected, but that many students are just unable to attend school on a regular basis. Since we do have a long waiting list and continuous enrollment, it has been necessary to

terminate students who do not meet program standards. Every effort is made to find out what is preventing the student from attending class, but as the program does not have a counselor, much of the responsibility for coming to class is left with the student.

As well as stressing the importance of good attendance, we strongly believe that even within a flexible system of individualized and group instruction, students are expected to meet academic standards and give serious attention to their studies. We make every attempt to learn what is preventing a student from progressing, but we also are willing to challenge a student who is disinterested and not willing to work.

The Learning Center staff felt 1977-78 was our most productive year. In serving over 350 students, we have combined our prior experience with a desire to provide quality education. We look forward to improving the program as we acquire added skill in the teaching of adults.

IV. PROGRAMS FOR OLDER ADULTS

The Institute of Study for Older Adults (ISOA)

The Institute of Study for Older Adults has brought liberal arts courses to the aging in senior centers, residence homes, nursing homes, libraries, and other areas of concentration of older adults in New York City and environs for the past eight years. The six other City University community colleges have joined New York City Community College in bringing classes to senior citizens in all five boroughs of New York City. At present, it is the largest program of its kind in the nation.

During 1977-78, ISOA serviced some 5,000 senior students in 168 centers, offering 180 courses. These courses are non-credit and tuition-free, lasting nine weeks, 1½ hours per session. Certificates were awarded to 2,604 of those students who successfully completed their course work.

Although shortage of monies for 1977-78 certainly affected the expansion of services planned for the year, the quantity and quality of educational services to the senior students were not diminished. A cadre of professional teachers, well trained in pedagogy, as well as in their disciplines, are committed to the goals of the Institute of Study for Older Adults. Shortage of supervisory staff curtailed observation and supervision of teachers in the field, as well as visitation and interfacing with various agencies affiliated with the Institute.

In January, a conference was held to explore new directions for ISOA. It was well attended by directors of centers, students, and teachers, and good exchange occurred. One result of the meeting, was the establishment of a monthly series of talks with teachers in which attitudes about aging and pedagogy for teaching the elderly were examined. These are planned to continue into 1978-79.

Some attempt was made to reinforce relationships with senior center directors, but it was limited due to insufficient staff for visitation. Improved communication with directors

is a prime focus for the coming year. It is critically important that the directors comprehend the intent and goals of the program and cooperate to achieve them. The Institute of Study for Older Adults' purpose is not to entertain elders, but to stimulate their appetites for self-expansion through ideas and knowledge. There is a risk that some directors, in their eagerness to offer many diverse activities to the seniors at their centers, forget this purpose. For these reasons, more interaction with directors is planned.

The basic program of the ISOA stimulated the development of other funded projects involving the older adult as participant learner/peer teacher. The Ethnic Heritage Studies Program trained older adults as peer teachers in ethnic heritage studies. After an intense learning experience, elders were able to move out into the community to share with others their knowledge of ethnic heritage acquired through the interchange among Black, Hispanic, Chinese, Jewish, and Italian elders.

Under a Title IV-A training grant from the Department of Aging, the ISOA expanded the Information and Referral Training Program, which was inaugurated in 1976-77. The purpose is to aid senior citizens in working with their peers and to help them cope with bureaucratic systems.

A new development for ISOA is retirement training. The ISOA program, RETOOL -- Retirement Education Training for Options in Optimum Living -- is expected to begin operation in September 1978. It offers a planned retirement service to commercial and industrial organizations, unions, and hospitals.

Projections for 1978-79

Our first priority is to bring the basic ISOA liberal arts program to more older adults in New York City. This means servicing those 201 centers that are on our waiting list and to whose repeated requests for education we have not been able to respond. This necessitates a search for new support. More than one million older adults reside in New York City.

Thousands, hungering for mental stimulation and purpose, find in education renewed zest for living actively. Funds allotted for education are minimal, and are, in no way, adequate for the needs or desires of elders.

1978 has witnessed some encouraging legislative action at the State level. A bill to assign some monies from the New York State Lottery towards a higher education fund for senior citizens was jointly introduced into the New York State Legislature by John E. Flynn in the Assembly, and Thomas Fortune, in the Senate. When the session ended in June, the bill was in the Ways and Means Committee. Staff and students of the ISOA are firmly committed to help muster support for the passage of this bill during 1979. ISOA presented testimony, organized mailings and rallied support when the bill was introduced. We expect to continue marshalling our forces by involving the senior citizens to take a leadership role in pressing for action. We hope 1978-79 will prove to be the year in which ISOA can, finally, obtain a stable, continuous source of funding in order to satisfy the educational needs of the older adult in New York.

Ethnic Heritage Studies Program

A grant of $43,139, received from DHEW/Office of Education, funded the training of older adults as a resource to peer and other community groups in Ethnic Heritage Studies. One hundred and eight elders were enrolled in the program and 82 received certificates of completion.

The purpose of the program was to expand knowledge of different heritages as a means of increasing understanding and cooperation among ethnic groups. Consultants from departments of Anthropology, Black, Puerto Rican, and Women's Studies at various metropolitan colleges, guided students in examining the history and traditions of five ethnic groups.

The history and culture of Jewish, Italian, Black, Hispanic, and Chinese (groups), as well as the consistent characteristics and changing features of ethnic heritages in impact with

American culture, were studied. Through a variety of presentations utilizing reading lists, films, maps, recordings, photo essays, and other media, consultants developed various themes such as the role of family and church, economic factors, and societal structures as a framework for discussion and analysis. Consultants drew upon their own studies, teaching, research, writing and personal, as well as professional backgrounds to bring many strands together. Richly textured presentations of the roots and development of different cultures underlined common bonds deriving from social structure and environment. The lively discussions and thoughtful analysis that evolved from the leadership of consultants were a major factor in establishing the academic focus that characterized the course.

This context enabled students to express and test ideas -- student to student -- and, student to teacher. Discussions in which everyone was involved in expressing and reacting to ideas helped students to identify as a group. Exchange for the purpose of examining and clarifying ideas, rather than using the class as a forum for the expression of prejudices and hostility, set the tone of the course.

The consultants were crucial to the outcome of the program. Five lecturers, meeting with the class for a series of three sessions each, constituted the first half of the course. They created a climate of unflagging student interest, and generated a sense of momentum that maintained attendance and student participation.

Students played a major role in shaping the character of the program. They were willing to reflect upon personal background and experiences, to respond to the ideas expressed by others and to share attitudes and feelings with candor and openness. The course was an example of cooperation and supportiveness that transcended cultural differences as well as a workshop for interchange.

The original plan was to screen applicants through interviews and to select interested, able, physically strong, older adults (able to travel on bus and subway) who were

willing to remain involved in ethnic heritage activities, after the completion of the course. However, it was found that an intensive recruitment campaign was needed to register sufficient numbers of students to offset the usual discrepancy between those who apply and those who actually take the course. In practice, all seniors interested in taking the course, were welcomed. Self-selection resulted in a strong, able group of students in all three sections of the course. Each section was composed of a mix of students, some of whom had worked as librarians, dieticians, in civil service, and in career jobs with the armed forces. Many had sharpened their interest in different cultures and ethnic groups through travel in this country and abroad, and through sharing in the professional and other interests of their children.

A selection process would probably have improved the ethnic mix of these groups. The first section of 37, meeting in Brooklyn at Catholic Charities, included 2 Chinese, 5 Hispanic, 2 Italians (who dropped out shortly after the course began), and 28 Blacks (largely of West Indian background). The two Manhattan sections totalled 71. The downtown section of 20 which was held at the Jewish Association for Services for the Aged, was predominantly Jewish, but included 1 Italian, and 3 Black students. The section of 51 that ran in Harlem at the Countee Cullen Library, was composed entirely of Blacks. (Most were from the southern states.)

Recruitment, which began towards the end of September, was initiated through telephone contacts with senior center directors, library personnel, graduates of previous courses, and older adults who had been active in ISOA programs and the various advisory councils.

Press releases were sent to newspapers serving Harlem, Chinatown, and other ethnic communities. Flyers were distributed through these and other channels.

It was found that recruitment, particularly for the first section of the course, required

substantial lead time, and visits to many centers for the purpose of talking with directors, meeting with seniors, stimulating interest in the program and registering students. These procedures, carried out at Troy and William Reid Senior Centers, resulted in arrangements for the use of a mini-bus, shared by the two centers to transport members to the course and to hold lunch for them on class days.

Recruitment for the second and third sections benefitted from the contacts established and the lessons of earlier experiences. Most importantly, two graduate interns on field work placements, worked in a community liaison role. Their visits to centers, and the development and the follow-up of contacts with community organizations brought good results. Circulation of information about the course and its objectives, the number of students registered for these sections, and the ongoing involvement of these interns in the program, were among the gains.

Field trips were an integral part of the course and served to link ethnic heritage studies to resources within the community. Visits to the Yivo Center for Research (Eastern European Jewish Culture), the Immigration Museum on Liberty Island (multi-cultural), the Basement Workshop (Chinese), the National Black Historical Museum, and the Museum of Natural History exhibit on Ice Age Art and Artifacts, made information and ideas explored in class sessions more visual and concrete and amplified students' understanding.

The funds for student travel provided in the budget made these trips, as well as class attendance, possible for elders on limited budgets. Requirements of the three sections differed because of course locations, size of groups, and class schedules. Student carfares were reimbursed; tokens were provided on the basis of attendance and the distance (one or two-fare zones) between students' homes and course locations.

There was some concern from the outset of the program that 2-hour classes, meeting twice a week for a period of 15 weeks, might prove too demanding for older adults. The first

section of the course, which was given from November 4, 1977 to March 3, 1978, and whose sessions coincided with some of the worst weather of a particularly harsh winter, would have been most affected. It was found that attrition leveled off after the first third of the course, and that those who continued were committed students. Except for occasional absences because of illness or a special event, this core of students became even stronger in their identification with the group and interest in the program. A similar pattern was noted in the section given at Countee Cullen Library. The section given at the Jewish Association for Services for the Aged, was a small, closely knit group, and there was less evidence of this pattern. The second and third sections were given simultaneously and ran from March 7, 1978 to June 23, 1978.

The ties that developed among students, teachers, library personnel, community people, and others connected with the program, were reflected in the outcome of the program. A dialogue which involved graduates of the program and sixth grade classes from public schools in the Brooklyn area was initiated with the cooperation of staff of the Brooklyn Public Library. Community liaison activities of the student interns included preparation of two newsletters listing exhibits, festivals, workshops, films, and other activities related to ethnic heritage. The second and third sections of the course participated in a joint workshop session aimed at preparing students to work as teams in library, senior center, school and other community projects.

Personnel from the New York City Public Library's Office of Adult Services, staff of the Countee Cullen branch, the director of the Central Harlem Project, and staff from New York City Community College's Division of Continuing Education, addressed the group and joined students in a social hour.

Interchange and interaction bonded persons and groups and gave vitality and substance to the Ethnic Heritage Studies Program.

Information and Referral

The Information and Referral Program, funded by a Title IV-A grant from the Office of Aging, was greatly expanded this year, even though the funding remained the same. Eleven courses were scheduled, including six workshops and five seminars. One seminar was conducted in Spanish, another was sponsored by Jamaica Service Program for Older Adults (JSPOA), under our supervision.

We got off to a late start due to a delay in the printing of the Office of Aging Bulletin. We, therefore, found it necessary to reschedule all classes, postponing starting dates by at least a month. Despite this problem, our classes were well attended. We overcame the delay by a concerted recruitment effort of our own.

To date, three workshops, each of three full days, have been completed. Fifty-four certificates of completion have been awarded. Among the four seminars completed -- 12 sessions, 2 hours each -- eighty certificates were presented. This included the class given in Spanish and the one sponsored by JSPOA. The average for completion was eighteen students per workshop and twnety students per seminar.

Three workshops, one of which will be in Staten Island, and one seminar are planned for the Fall.

These courses were designed to equip the student who is working with older adults to develop a competence in the areas of Information and Referral, to increase their knowledge of available resources and advocacy skills. To help elders assume these functions, time was devoted to learning and understanding behavior patterns and needs of older adults and to increase self-awareness, self-worth, and skills as problem solvers. The role of the worker in relation to the agency, client, and self, was defined.

The workshops, for advanced students, professionals and persons working with older adults in varied settings, covered in depth the material above with emphasis on the psycho-

social problems of older adults. There were case presentations, role play, and techniques introduced to enhance the role of counselor.

The student body of the workshops and seminars was a highly motivated group, a challenging mix of age levels, educational backgrounds, and work experience. In all classes, there were lively interaction and participation. Evaluation forms, returned at sessions- end, indicated the values and practical knowledge gained from these courses. This was reinforced by a follow-up questionnaire sent to last year's students. The large majority of students requested a continuation of similar programs. At the end of this year, as a follow-up, we plan to distribute questionnaires to both the students and the agencies in which they are working.

We have already been informed by the Director of Group Work at the Jewish Guild for the Blind, that he attributed fine referrals for services for blind clients to the class on Information and Referral held at his facility.

Seminars - 12 Sessions - 2 Hours Each

1st Seminar	April 10 - May 17 (in Spanish)	11 students
2nd Seminar	April 24 - June 5	14 students
3rd Seminar	May 1 - June 12	24 students
4th Seminar	March 1 - April 19	31 students

Workshops - 3 Sessions - 8 Hours Each

1st Workshop	April 11 - April 25	23 students
2nd Workshop	April 5 - April 19	13 students
3rd Workshop	April 3 - April 17	18 students

V. VOCATIONAL PROGRAMS FOR DEAF ADULTS

The Vocational Program for Deaf Adults, funded under the Vocational Education Act Amendments of 1968, completed its third year. This program offered 300 hours of vocational training in clerical skills (Accounting, Typing, Computer Data Entry, Office Procedures, and English) with the objective of preparing deaf adults for entry level jobs, or upgrading the skills of deaf adults presently employed or underemployed.

Programs of education for deaf people require a very specialized appoach in every area: curriculum, counseling, and learning modes. It requires a faculty familiar with the psychosocial, developmental, and communicative implications of deafness. It requires a number of support services to supplement the classroom activity. Finally, it requires communication through the mediation of interpreters or through manual communication (sign language).

The challenge ordinarily presented by the limitations inherent in a part-time, short-term vocational training program , is in this case, compounded by the special educational needs of deaf students, and by the necessity for the instructional process to be slower than it is for hearing students.

This challenge is being met in this program by instructors and counselors who have, or who are willing to develop, the special skills and knowledge necessary for education of the deaf, and who are already experts in their own academic or vocational subject. In addition, there is an ongoing search for curriculum materials, instructional techniques, and other facilitating components, and know-how, which will be most effective with the sensory modalities and learning styles of deaf students.

Program

Before the vocational classes started at the end of October 1977, two preparatory mini-courses were conducted for students and staff:

1. A professional development in-service program for the staff

consisting of a week of 3-6 hour workshops, conducted by the faculty of university training programs of deaf education and deaf rehabilitation. (NYU and Rochester Institute of Technology.)

2. A six-week pre-vocational program of English classes for the deaf students.

Sixty students enrolled in the program. Fifty attended with varying degrees of regularity. Twenty-seven received certificates for varying levels of completion of the curriculum.

# of Students	Age of Students	Sex	Ethnic Composition	Reading Level	Employment Status
29	18-29	F: 21	White: 26	2.3 to	Employed: 21
7	30-39			9.6	Unempl: 29
5	40-49	M: 29	Black: 18		SSI, SSD: 5
7	50-59				Family Support
2	Over		Hispanic: 6		

The students were very diverse in age, experience, ability, and previous training -- a challenge the instructors met with individualized attention and assignments. Students selected a combination of courses from the total program according to their needs, interests and abilities. They attended classes two evenings per week, for four hours each evening. Two students attended all the classes on four evenings per week.

In addition to the vocational classes, support services were provided by the Project Director, a Student Counselor-Intern from the Deafness Research and Training Center of New York University, and a Job Developer/Work Study Coordinator assigned part-time to the program. These services included counseling, special guidance classes, and group guidance sessions for discussions relating to the world of work. The Job Developer made direct contacts with business firms and worked with the students to orient them to employers' expectations.

Liaison Activities

Liaison activities of past years were continued and expanded. The program is in con-

tact with organizations of deaf clubs, agencies serving the deaf, employment services for the deaf, schools and colleges for the deaf, professionals providing service and education to develop programs for deaf people in compliance with recent legislation for the handicapped. The Office of Vocational Rehabilitation supports the interpreter service required by the program. The New York Society for the Deaf provides the interpreters through their services. Some of the organizations which have worked with us, in the effective development of this program have been:

The National Technical Institute for the Deaf, at the
Rochester Institute of Technology
Deafness Research and Training Center of New York University
The New York League for the Hard of Hearing
The New York Society for the Deaf
The Model Secondary School for the Deaf, Gallaudet College
The New York Council of Organizations Serving the Deaf

Evaluations

In past years, an external evaluation of the program was conducted by New York University's Deafness Research and Training Center. This year, a cut in this budget category required us to do an internal evaluation. Evaluation instruments were patterned after the ones used by New York University, and gratifying responses were received. Program modifications will be made wherever there is a need to do so in order to serve the deaf students, according to the objectives of this program.

Evaluations of student performance by teachers were made on very comprehensive instruments and included ratings in performance in every academic class, the level of understanding at which work was performed, absence, lateness, social maturity, job readiness, attitudes, appropriateness of behavior, etc. Certificates awarded to students carried a legend on the back of the certificate describing the specific achievements and skill level of that student.

Job Opportunities

Contacts were made with banks, insurance companies, department stores, and other

institutional employers. The Mayor's Office for the Handicapped placed two students with the Division of Continuing Education for the summer, through their Summer Youth Employment Program.

Problems and Achievements of the Program

The primary problem of the program is the short period of time available in which to develop employable skills in the students. In spite of this serverely limiting condition, objectively measurable progress was made by all students. For example:

1. Students who entered the program with some previous training, but were not yet job-ready, were able to develop their skills to a job-ready level.

2. Students with no previous training were afforded an opportunity to start on a path of clerical training, to test their aptitude for it, and to make long range decisions about their vocational direction based on their performance in this program.

3. Students who had received little previous encouragement to strive to higher achievements found new motivation and self-esteem in the course of their studies, and have made decisions to aim for more skilled employment, and, in three cases, to undertake college level studies.

4. There is a neglected population of mature workers who, at middle age, begin to undergo hearing loss as a result of which their jobs are in jeopardy. This program accepted four such people and were able to retrain them in new skills and to give them insight into how they may continue to function in a normal life-style of work and social involvement. These students deeply appreciated this opportunity.

Future Plans

The Rehabilitation Act of 1973 sets the stage for the development of new opportunities in education, habilitation and rehabilitation for a large population of undereducated and underemployed deaf people. Organizations and schools are making plans to meet the challenge to bring the deaf person into the mainstream of life. We look forward to contributing to this development.

VI. TECHNICAL PROGRAMS

Intensified Food Service Training Program

The Intensified Food Service Training Program, funded by the New York State Department of Education under the Vocational Education Act Amendments, provides previously disadvantaged students with the skills necessary for entry level employment. Courses are offered in cooking, baking, controls, food industry overview, and sanitation. A counseling and job development component is built into the program. Internships are organized in which students complete an actual work experience while attending classes. Encompassing 150 hours of classroom instruction, and 40 hours of internship, the program is of ten-week duration, and classes are held four nights a week (Monday through Thursday).

This program has been in existence for three years. Highlights of the past year include the following:

1. Eighty-four students out of 101 enrollees successfully completed their course of study and also received their food protection training certificates from the Department of Health. Fifty-one of these students are presently employed, and an additional 11 are continuing their training and education.

2. Increasing support for the program has been registered by prominent corporations, individual guest speakers, and political figures. Two corporations (The Bowery Savings Bank and Horn and Hardart) have contributed to our internship and educational amplification fund. Automatique, Inc., has permitted us to use the cafeteria resources. New York State Assemblyman Edward Griffith, Congressman Robert Garcia, and Deputy Borough President Edward Townes, have all spoken at our commencement exercises in the past year. We have had personnel directors of corporations, and union officials address our students in an effort to broaden job contacts and also to provide up-to-date information on the industry.

3. Internships have expanded to include a wide representation of commercial and industrial food establishments. One of our students completed his internship at the Waldorf-Astoria.

4. Various catering assignments that the students performed for several functions within the Division, enabled students to sharpen and perfect their skills.

The objectives for our fourth year, beginning in September 1978, stress further development of internship experiences, and the continued interchange with the food industry, which underpin employment possibilities for our students.

Day Care Cooks' Training Program

The Day Care (Child and Senior Citizen Centers) Cooks' Training Program was funded by the New York State Department of Education, under the Vocational Education Act Amendments to help entry level cooks acquire the knowledge and skills to perform adequately.

The New York City Agency for Child Development and the New York City Bureau of Purchased Services for Senior Centers, assisted the College in recruiting 81 cooks for the program. Sixteen cooks from the Bureau of Purchased Services for Senior Centers completed the program and received certificates. Forty-eight cooks of the Agency for Child Development received certificates of completion.

As a result of the training, many cooks inquired about the high school equivalency program, and others enrolled in classes at the College.

The cooks' training program also provided two nutrition workshops for the directors of our students. During these workshops, we discussed the many problems the cooks were encountering in trying to deliver nutritious, palatable, and economical meals. The directors were also given a review on menu-planning and the guide to good eating.

One of the most important things, other than teaching nutrition, that this program does is to open up new possibilities for a group of people who have previously had little or no self-confidence in their abilities. This program has provided for day care cooks:

a. information about further educational and training programs.
b. reinforcement of confidence in their ability tc read, write, and learn.
c. new perspectives on job mobility as a result of new knowledge and capability.

The college setting had a positive effect. The approach of our teacher was reassuring

and encouraging to the students. When they entered, they were unable to fill out basic forms or inquiries. On leaving the program, they were able to search out information, file for admission to the College in non-credit and credit programs, and respond to newspaper ads concerning job openings in the food industry.

Biomedical Equipment Technology

Because a special topics course in biomedical equipment technology, in 1976-77, was found to satisfy an important educational need of biomedical equipment technicians (BMET), Selected Topics in Biomedical Equipment Technology was offered in the 1977-78 Spring semester. This series of ten 2-hour sessions featured guest lecturers who are supervisors of biomedical instrumentation departments at various medical centers in the New York metropolitan area. The students were hospital and medical center personnel responsible for the maintenance and repair of biomedical equipment and instrumentation.

Among the topics presented were blood analysis instrumentation (blood gas analysis), cardiac monitoring instrumentation, electrotherapy instrumentation, dialysis instrumentation, defribillation instrumentation systems, intravenous infusion devices and systems, sequential multiple analysis (SMA): blood analysis, and microcomputers in biomedical i.. rumentation.

Of note is that in previous semesters, the Division had offered courses in Digital Electronics and in Microprocessing for a diverse group of students who wanted to learn the fundamentals about an increasingly important development in electronics technology. When these courses came to the attention of some BMETs who had cooperated with the Division in offering the special topics course, they suggested that it was precisely in the area of microprocessors that upgrading training was needed for BMET personnel.

A grant proposal was developed and for 1978-79, VEA funds have been awarded, by the New York State Department of Education, to train 25 BMETs in the theory, use, maintenance and repair of digital electronics and microprocessor instrumentation utilized in hospital

and biomedical equipment. The 120-hour program will meet for 30 weeks and a certificate will be issued to each student successfully completing the two-semester sequence of courses. The program is being submitted to the Association for the Advancement of Medical Instrumentation (A.A.M.I.) for C.E.U. (continuing education unit) assignment.

Hearing Aid Technology Symposium

The Fifth Annual Symposium: New Concepts in Hearing Aid Dispensing, was held in April, at the Loews Summit Hotel in New York City. Once again, it was sponsored by the Division, in cooperation with the Hearing Aid Journal.

The featured presentation in the morning was a talk "Surgical Procedures of the Ear", by the well-known otolaryngologist, Alan Austin Scheer, M.D. He showed an award winning film on stapes surgery. Another talk in the morning session was devoted to a discussion of the growing role of women in hearing aid dispensing.

At lunch, licensing legislation for hearing aid dispensers was discussed by the legislative counsel to the New York State Hearing Aid Society.

In the afternoon session, after a talk on cochlear implants, the major presentation was "Principles of Otometry".

Interest among hearing aid dispensers in continuing professional development continues to be sustained and many have already inquired as to the date of the Sixth Annual Symposium.

Welding Programs

The welding programs, run in cooperation with unions, served two objectives: apprentice training, and preparation and testing for certification.

The apprentice training program for the Boilermakers' Union Local #5, consisted of 133 hours of instruction for 10 men. This included 98 hours of electric arc and gas welding and 35 hours of tungsten inert gas welding.

The welding testing program for the New York and Long Island Chapter of the National

Certified Pipe Welding Bureau and the Steamfitters' Industry Education Fund, provided for both preparatory welding sessions, as well as the actual welding test for specific standard welding procedures. A total of nine sets of preparatory sessions and tests were conducted for 97 men.

VII. THE QUESTION OF CREDIT

District Council 37

During 1977-78, questions about the assignment of credit for continuing education courses were raised urgently in a number of quarters. This is not new, but the pressure became more insistent. In the past, those seeking credit courses were referred to the credit arenas of the College. If the desired courses were part of existing curricula, remaining problems of place, scheduling, and the admission process could be tackled. In certain instances, however, the request was not for courses in the current catalogue, but for courses specifically tailored to the needs of particular constituencies.

For example, the Education Fund of District Council 37, American Federation of State, County, and Municipal Employees, AFL-CIO, requested that the Division of Continuing Education develop a series of four courses for their Income Maintenance workers. When the Division pointed out that we could develop the courses, but could not assign college credit to them, the union turned to the New York State Education Department's Program on Noncollegiate Sponsored Instruction for credit recommendation.

The Division developed the four courses (45 hours of instruction each). A review team composed of Professor Charles Guzzetta, Hunter College; James Satterwhite, Director, Office of Staff Development, Human Resources Administration of the City of New York; and, Aaron Schmais, Coordinator of the Undergraduate Social Work Program, New York University School of Social Work, evaluated the curricula. The Program on Noncollegiate Sponsored Instruction made the following credit recommendations:

> Roots of the New York City Welfare System: Conflicts, Ideas, and Policies (Introduction to Social Welfare) (IM-1)
>
> Objective: To provide students with an overview of the historical and political context in which public welfare systems function.
>
> Instruction: Public welfare programs; poverty; definitions and theories

of the causes of poverty and how each determine the way of dealing with poverty; historical and philosophical background of poverty, from early methods of coping with the poor to current controversies in public assistance and welfare reform proposals; examination of welfare in New York City.

Credit Recommendation: In the upper division baccalaureate category, 3 semester hours in Social Welfare (1/78).

Disadvantaged Urban Population (IM-2)

Objective: To provide students with an understanding of the causes and consequences of poverty as it impacts on selected urban populations.

Instruction: Causes and consequences of poverty in urban settings; disadvantaged populations, including immigrants, migrants, women, children, and the aged; analysis of, and comparison among, these groups; overview of human development and of major social institutions; responses to poverty within the social and economic context of New York City.

Credit Recommendation: In the lower division baccalaureate/associate degree categorty, 3 semester hours in Sociology or Urban Studies (1/78).

Selected Programs and Procedures of the Human Resources Administration in New York City (IM-3)

Objective: To provide students with an understanding of New York City's Human Resources Administration, through a study of selected programs and procedures of that agency.

Instruction: Laws, regulations, and policies governing the operation of the Human Resources Administration of the City of New York, with special emphasis on the Department of Social Services, the Office of Case Intake and Management, the Agency for Child Development, and the Department of Family and Adult Services.

Credit Recommendation: In the lower division baccalaureate/associate degree category, 3 semester hours in Human Services (1/78).

Communication Within the Helping Role (IM-4)

Objective: To provide students with basic training in communication skills.

Instruction: Styles, types, and problems of communication in the helprole; verbal and non-verbal communication; the helping role, climate,

and process; the interview. Development of communications skills through practical class exercises.

Credit Recommendation: In the lower division baccalaureate/associate degree category, 3 semester hours in Communication (1/78).

Students were informed by the union of the credit recommendations and those who successfully completed the courses were encouraged to seek credit for them when they would seek to enroll as full or part-time students in a college. It was emphasized, however, that these were only recommendations made by the Program on Noncollegiate Sponsored Instruction to higher education institutions. Each college determines its own response to the recommendations.

Two of the four courses were offered during 1977-78 -- two sections each of IM-1 and IM-2. Of the 48 students enrolled in these two courses, 37 successfully completed the course work.

State Civil Service Employee Benefits Training Program

The Division of Continuing Education has been conducting an employee benefits training program for New York State Civil Service employees since 1970. This program is offered under the joint sponsorship of the Civil Service Employees Association and the New York State Department of Civil Service.

The history of enrollment in these courses reflects the needs and interests of civil service workers who seek to satisfy various educational purposes: basic skills improvement, upgrading, preparation for promotional tests. Recently, a new goal has emerged. The trend towards expectations for life-long education, and for recognition of the educational value of life experience, in addition to the competitive job market, are factors that have contributed to the growing demand by adult students that the courses they attend in this program earn college credit.

The enrollment figures of the past eight years follow:

Year	# of Students Enrolled	# of Classes
1970-71	708	21
1971-72	462	27
1972-73	950	28
1973-74	600	20
1974-75	410	21
1975-76	312	13
1976-77	807	40
1977-78	279	16

Changes in the numbers of students enrolled reflect changing educational and employment conditions such as possibilities for promotion, the timing of promotional examinations, funds available for the program, and the growing demand for credit bearing courses.

As a result of this trend towards credit bearing courses, enrollments in many of the non-credit bearing courses offered by New York City Community College's Division of Continuing Education decreased in 1977-78. A private educational institution in Brooklyn, offering, for credit, the some courses which we offered as non-credit ones, had an enrollment six times higher than we did.

At their request, in Spring 1978, we met with the New York State Department of Civil Service. It was requested that New York City Community College consider the possibility of serving as the principal contractor in Brooklyn for credit courses in their program. In addition to serving students at our downtown Brooklyn campus, we were requested to develop and offer courses for employees at the Downstate Medical Center and the Brooklyn Development Center.

Accordingly, the Division of Continuing Education consulted with the College's Dean of Faculty office to work out a cooperative arrangement so that a number of credit courses could be offered to the State Civil Service employees for the 1978-79 school year. Included were courses in the departments of Accountancy, Data Processing, Foreign Language, and Social Sciences (Psychology and Sociology). The effect of the articulation and the success of this arrangement will be assessed at the end of the first semester of the 1978-79 year. This

marks a new stage of cooperation and articulation between the Division of Continuing Education and the academic departments of New York City Community College.

In planning the 1978-79 program, we proposed to the State a mix of credit and non-credit courses. We believe that non-credit courses continue to be wanted by many civil service employees whose educational needs will not be satisfied by formal credit courses, or when no credit course equivalents exist, e.g., Sign Language. There are many employees who want access to courses which serve a practical, specific need for skill upgrading; promotional test preparation; basic reading, writing and math skills below the college level; supervision and management courses built around agency needs; and, practical work in engines, electricity and stationary engineering. These needs may be met by in-service courses within an employees' own institution. If they are not thus provided for, we will continue to offer to develop such courses in response to specific requests from civil service employee groups with which we plan these programs.

Sanitation Management Certificate Program

In its eighth year of operation, the Division's Sanitation Management Program continued to satisfy the training needs of the adults seeking advancement in the field of sanitation management. The majority of students are working in housekeeping and building services at health care facilities such as hospitals and nursing homes.

In the Fall semester, two courses were presented: Foundation Skills in Environmental Sanitation, and Use of Human Resources in Environmental Sanitation. In the Spring semester, three courses were offered: Personnel Procedures and Sanitary Techniques, Management Principles and Interior Design, and, Sanitation Management Workshops. Through the cooperation of Mt. Sinai Hospital, Saturday classes were held at their facility. Weekday evening classes were held at the College's campus in Brooklyn.

On July 27th, at a special reception, certificates were awarded to 20 students who had

completed the entire course of study of 320 hours, entitling them to NEHA certification, that is, they satisfy the educational standards set by the National Executive Housekeepers Association (NEHA).

The program continues to enroll students whose educational background ranges from completion of elementary school to college graduation. Particularly, among students who are high school graduates, there is a pressure for credit assignment to the sanitation management courses. It should be noted that the sanitation management field is becoming increasingly management oriented and, thus, the program which reflects this trend is comparable in some aspects to similar college courses for which college credit can be acquired. A seminar to explore this matter of credit is planned for next year.

TUITION BASED PROGRAMS

	Hours	Number of Students Fall 1977	Spring 1978
Biological Sciences Extension			
Advanced Enteric Microbiology	12		8
Advanced Hematology	39	21	
Blood Bank Technology	12	16	
Laboratory Techniques I, III	60	8	
Dental Laboratory Extension			
Combined Section: Fixed Bridgework, Tooth Anatomy, Tooth Carving, Porcelain-on-Cast Metal Frameworks	48	16	13
Advanced Bridgework, Full Dentures for Try-In	48		15
Driving Instructors Education			
Driving Instructors Education	30	27	40
Advanced Driving Instructors Education	30	36	30
Environmental Sciences Extension			
Refrigeration Mechanics	90	14	16
Advanced Commercial Refrigeration	45		16
The Co-Op Physical Plant	30	40	16
HVAC Controls	16		40
Fire Safety Director Course	18	15	19
Foreign Language Extension			
Basic Level English as a Second Language	60	17	19
Intermediate Level English as a Second Language	60	16	19
Advanced Level English as a Second Language	60	17	24
Health Service Programs			
Nursing Home Administration	100	21	21
Pharmacology	24	21	20
Intensive Coronary Care	45	26	17
Pulmonary (Lung) Hygiene	16	12	9
Governmental Regulations in Long-Term Care	16		13
Special Topics in BMET	20		16
Hearing Aid Extension			
Hearing Aid Dispensing	60		16
Hearing Aid Evaluation	30	32	
Hotel, Restaurant, Food Service Extension			
Institutional Food Management	24	11	
Designing the Cold Buffet	48	27	
Timbale Techniques	18		12
Galantine Techniques	18		11
Hors D'Oeuvres & Canapes	20		15

TUITION BASED PROGRAMS cont'd

	Hours	Number of Students Fall 1977	Spring 1978
Institute of Law for the Layman			
Notary Public Examination Preparation	6	24	7
Pest Control Operations			
Pest Control Operations	30	98	115
General Review for Applicator Certification	30	15	16
Food Manufacturing & Processing Review for Applicator Certification	20		9
Termites, Carpenter Ants & Other Wood Damaging Organisms	30	13	17
Welding Extension			
Combined Section:			
Oxyacetylene Welding Process	45	8	1
Basic Electric Arc Welding Process	90	8	11
Advanced Electric Arc Welding Process	45	3	4
Carbon Steel Pipe Welding Stick Arc Method	45	2	5
Tungsten Inert Gas (TIG) Welding	30	1	
Special Courses			
Basic Clock Repair	30	13	
Advanced Clock Repair	30		10
High School Equivalency Preparation (GED)	60	96	105
Basic Bookkeeping	24	15	
First Aid	21	13	
Cardio-Pulmonary Resuscitation	9	8	

SYMPOSIUM

FIFTH ANNUAL HEARING AID TECHNOLOGY SYMPOSIUM: 73 attendees; co-sponsored by Hearing Aid Journal. Funded by registration fees totalling $2,190. April 30, 1978.

STUDY GROUP

HEARING AID STUDY GROUP: Group of 37 met in Fall 1977. They paid membership fee of $5.00 each.

GRANT PROGRAMS

New York State Department of Civil Service*

	Hours	Number of Students Fall 1977	Spring 1978
Psychology of Interpersonal Relations	30	12	
Fundamentals of Supervision	30	16	
Fundamentals of Stationery Engineering	40	14	
Basic Math**	30	18	
Basic Math	30	15	
Sign Language	30	19	
Basic Conversational Spanish	30	10	
Basic Conversational Spanish**	30	12	
Basic Electricity**	40	13	
Understanding & Interpretation of Written Materials**	30	10	
Beginning Shorthand**	30	14	
Understanding Medical Terminology**	30		13
Intermediate Shorthand**	30		12
Efficient Reading	30	33	13
Behavior Modification	30		16

*Funded by New York State Civil Service Department and Civil Service Employees' Association with grants of $17,260 for Fall 1977 and $6,620 for Spring 1978.

**These courses given at Downstate Medical Center. All others given at Brooklyn Campus.

GRANT PROGRAMS

Title of Course	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Adult Learning Center					
Basic Education	Fall '77 Spring '78	80	137	New York State Education Department	$57,633*
				New York Foundation	$10,000*
				Chemical Bank	$950*
High School Equivalency Preparation (GED)	Fall '77 Spring '78	150	144	"	
Adult Reading Academy	Fall '77 Spring '78	80	195	Right-to-Read Program, U. S. Office of Education, DHEW.	$59,844*
Basic Literacy Program (BHD)	Fall '77 Spring '78	112	35	Criminal Justice Coordinating Council	$9,000*
Ethnic Heritage Studies Program					
Catholic Charities (Joralemon)	Fall '77	60	42	H.E.W.	$43,139*
JASA (225 Park Avenue South)	Spring '78	60	21		
Countee Cullen Library	Spring '78	60	52		
Fundamentals of Organic Coatings I	Fall '77	30	39	Joint Education Committee/N. Y. Society for Paint Technology	$2,200
Fundamentals of Organic Coatings II	Spring '78	30	22	"	$2,100

*Annual Grant

GRANT PROGRAMS

Title of Course	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Sanitation Management Program				Environmental Management	
Sanitation Management Workshop	Spring '78	65	25	Association	$6,750
Personnel Procedures & Sanitary Techniques	Spring '78	80	24	National Executive Housekeepers Association	
Management Principles & Interior Design	Spring '78	72	21		
Foundation Skills in Environmental Sanitation	Fall '77	60	24		$4,642
Use of Human Resources in Environmental Sanitation	Fall '77	60	26		
Program for Deaf Adults	Fall '77 Spring '78	300	50	VEA	$51,495* (Instruction) $16,200* (Counseling/ Job Development)
Day Care & Senior Center Cooks Training Program	Fall '77 Spring '78	48 48	34 47	VEA	$17,042*
Historical Overview: New York City Welfare System**	Spring '78	45	15	District Council #37	$2,025
Disadvantaged Urban Population**	Spring '78	45	12	District Council #37	$2,025
Income Maintenance** (2 sections)	Fall '77	45	21	District Council #37	$4,050

*Annual Grant
**Given at 365 Broadway

GRANT PROGRAMS

Title of Course	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Intensified Food Service Training	1977-78			VEA/New York State Education Department	$91,755*
First Cycle:					
Cooking		80)			
Baking		80)			
Controls		60)	37		
Overview		40)			
Sanitation		40)			
Second Cycle:					
Cooking		80)			
Baking		80)			
Controls		60)	31		
Overview		40)			
Sanitation		40)			
Third Cycle:					
Cooking		80)			
Baking		80)			
Controls		60)	29		
Overview		40)			
Sanitation		40)			
Machine Tool Certificate Program	1977-78	568	38	Criminal Justice Coordinating Council (CJCC)**	$156,324**
Color TV Repair Certificate Program	1977-78	515	43	Co-Sponsor: Electronics Industries Association**	
Welding Certificate Program	1977-78	130	27	"	
Digital Electronics Repair Certi-	1977-78	495	47	"	

*Annual Grant
**This funding for all four programs for full year.

UNIVERSITY OF CALIF.
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CLEARINGHOUSE FOR
JUNIOR COLLEGES

GRANT PROGRAMS

Title of Course	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Apprenticeship Welding	1977-78	133	10	Int'l Brotherhood of Boilermakers, Local #5	$8,565*
Welding Testing Program Preparatory Sessions & Testing	1977-78	12 (prep) 7 (test)	97	Steamfitters Education Fund/ N.Y./L.I. Chapter Certified Welding Bureau	$21,600*
Institute of Study for Older Adults	Fall '77	19,170	1,420	New York City Department for the Aging, New York State Office for Aging, Title III, Older Americans Act of 1965	$71,525*
	Spring '78	32,157	2,382		
				Greenpark Nursing Home	225**
				Jewish Home & Hospital for Aged	675**
				Local 1199	225**
				D. C. 37	225**
				J.I.G.C.	225**

*Annual Grant
**This money contributed by facilities for courses given on site.

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SUMMARY OF GRANT AWARDS

For the year 1977-78, the Division of Continuing Education was awarded a total of $644,528 and that sum was administered by the Division of Continuing Education among the various programs previously listed.